

75 years of scrubbing

Surgery celebrates 75 years which featured O.R. firsts for Canada and North America.

2

Life at "Laptop U"

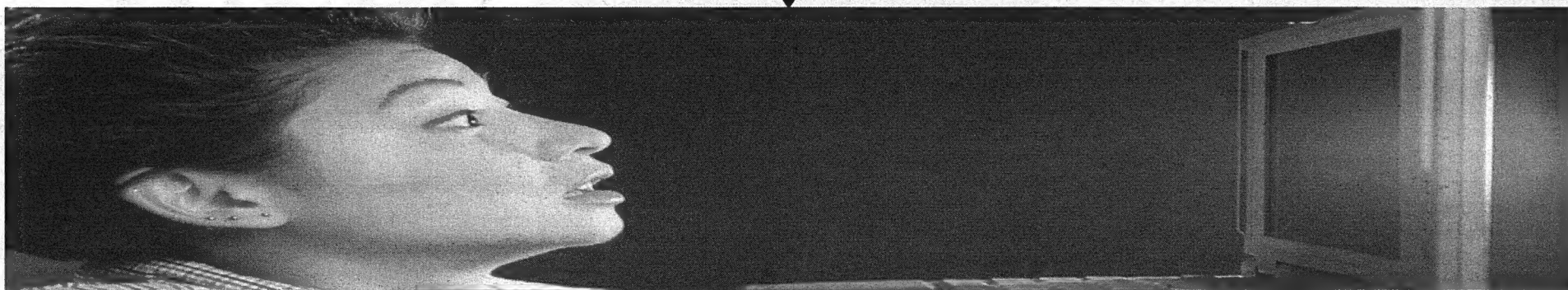
Squeezing higher education into an 11" screen and five pounds of pentium power.

3

Awards of Distinction

Dr. David Cass and Dr. Jonathan Schaeffer win awards of distinction.

6



UNIVERSITY OF ALBERTA

folio

Volume 35 Number 4

OCTOBER 10, 1997

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Hong Kong thrives

Alumni chapter president builds U of A presence

By Michael Robb

When the letters stop arriving, it usually means the letter writer has returned to Hong Kong, says Allen Wong, president of the University's Alumni Branch Association in Hong Kong.

Once he immerses himself in the frenetic pace of doing business in the former British colony, he simply doesn't have time to put pen to paper, he explains.

Freedom of expression is fundamental

The equality of humanity is a fact

Don't be bound by your own thinking

Three things Allen Wong (BSc '87), president of the U of A Alumni Association Branch in Hong Kong, learned at the U of A

Wong, who earned his BSc in mathematics in 1987 at the U of A, maintains his connections with his old U of A friends. Hong Kong, after all, isn't that big, and he's doing what he can to knit the Hong Kong branch of the U of A family together.

Wong is the export and marketing manager for Dor Tak Trading Limited, a clothing company with annual sales of about \$13 million (Cdn) and 170 employees, 20 in Hong Kong and 150 in the People's Republic of China. Doing business in Hong Kong hasn't changed since the colony was re-claimed by the neighboring super-power, he says.

"Hong Kong has a new chief executive officer to replace the former British governor, the entire civil service remains intact and no restrictions or limitations have been placed on business," he says. The media is still free for the time being

and the People's Liberation Army is keeping a low profile, largely confining itself to barracks, just as the British did.

Still, the changeover is in its early days, he says. Many of Wong's friends still hold Canadian passports, and he still holds a British passport.

Meanwhile, Wong is anxious to ensure the alumni association serves its more than 1,000 Hong Kong members. He wants it to dispense business and networking advice to new grads, conduct seminars on the job market, real estate and stock market, organize social events, and encourage the U of A to become more heavily involved in distance education in Hong Kong.

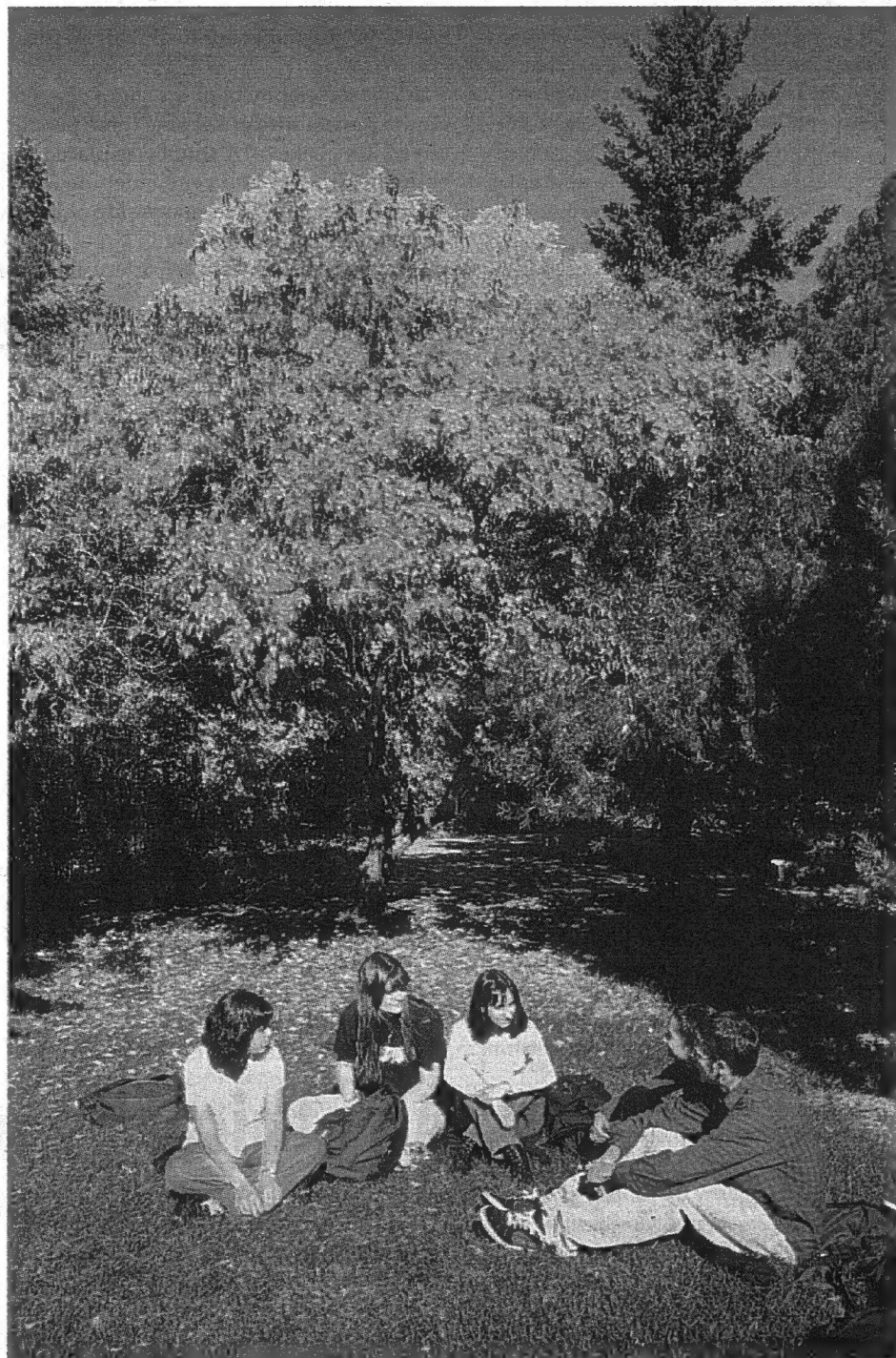
He sees the alumni association as an important business. "If you run a business and it yields no benefit, it's not worth it," he says.

Record attendance for University Days

Wong was one of an estimated 1,200 alumni who gathered in Edmonton to celebrate University Days October 1 through 5.

Karl Funk ('87 MBA) from Germany and Margaret Hall ('37 Pharmacy) from Australia traveled the greatest distances to attend. While the honor of most senior alumnus went to William Kent of Edmonton ('31 Civil Engineering).

University Days included record attendance of roughly 550 people at the Annual General Meeting October 1 at the Edmonton Convention Centre and another successful Super Saturday on campus with 22 different presentations.



HANGING OUT

Students enjoy a final burst of color on one of the last warm days of autumn.

Dick Woolner

Ann-Marie MacDonald
Fall On Your Knees

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FALL ON YOUR KNEES by Ann-Marie MacDonald

75 years of scrubbing, slicing and stitching

Department of Surgery celebrates diamond anniversary

By Lucianna Ciccocioppo

It is a department that boasts pioneers in several areas of surgery: microsurgery, cardiac surgery, kidney dialysis and transplantation, and arm to hand reattachment.

And it all happened at the U of A.

The Department of Surgery has had a colorful and milestone-marked evolution over the last 75 years.

It's come a long way since the Faculty of Medicine was formed in 1913. Students then began studies in the old Queen Alexandra School building and finished at the University of Toronto or McGill University.

That changed in 1920, when the original Medical Sciences Building was completed and students could receive full medical training at the University of Alberta.

Two years later, the Department of Surgery was established, one of eight departments in medicine, and it had a teaching hospital to go with it.

Throughout the 1920s, the department sprouted divisions, such as ophthalmology/otolaryngology, orthopedic surgery, urology and neurosurgery.

But the "Golden Age" of medicine didn't evolve until the 1950s and 60s, when so many surgical advances came in quick succession.

Indeed, Canada's first open heart surgery took place in 1956, performed by the U of A's Dr. John Callahan.

"It happened in September. Everybody asks me how did I feel? I was fearful because there were still so many things we didn't know," says Callahan. "I was a nervous, young 32-year-old. But it was also exciting because it was an entirely new entry in surgery," recalls the retired cardiac surgeon.

Callahan trained in Toronto, England and the United States, all the time developing an insatiable interest in cardiac surgery.

Working with researchers in Toronto, Callahan developed the first pacemaker and deep freeze techniques in animal research.

Dr. Walter Mackenzie arranged for his last two years of research, and Callahan joined the Department of Surgery to help establish the first open heart surgery and artificial heart-lung pump.

Callahan performed more than 3,300 cardiac operations at University Hospital.

Today, a procedure which initially took about eight or nine hours takes just more than three, making open heart surgery routine.

Still, a wistful Callahan remembers the patients he couldn't help.

"In the olden days, we lost so many patients. Today, in the 1990s, I would give anything to get them back," says Callahan. "I'm delighted to see what surgeons can accomplish these days with low mortality."

Another surgeon who made a "first" is Dr. William H. Lakey, a resident fortunate enough to scrub with Callahan during the first open heart operation.

Now a professor emeritus, Lakey developed the first kidney dialysis program in Western Canada with Dr. Lionel MacLeod.

Lakey wanted to help people suffering and dying from chronic renal failure, which he describes as a terrible death.

Along with MacLeod, Lakey went to Seattle to find out about their dialysis program.

"The development of the shunt opened up the possibilities of keeping these people alive," says Lakey. "A shunt was placed between an artery and vein under the wrist skin, shunting blood from one side of the vascular system to the other."

This connection between artery and vein allows cleansing of the blood via machine. By 1961, a chronic dialysis program was established at the U of A. Today, thousands of people use it to stay alive.

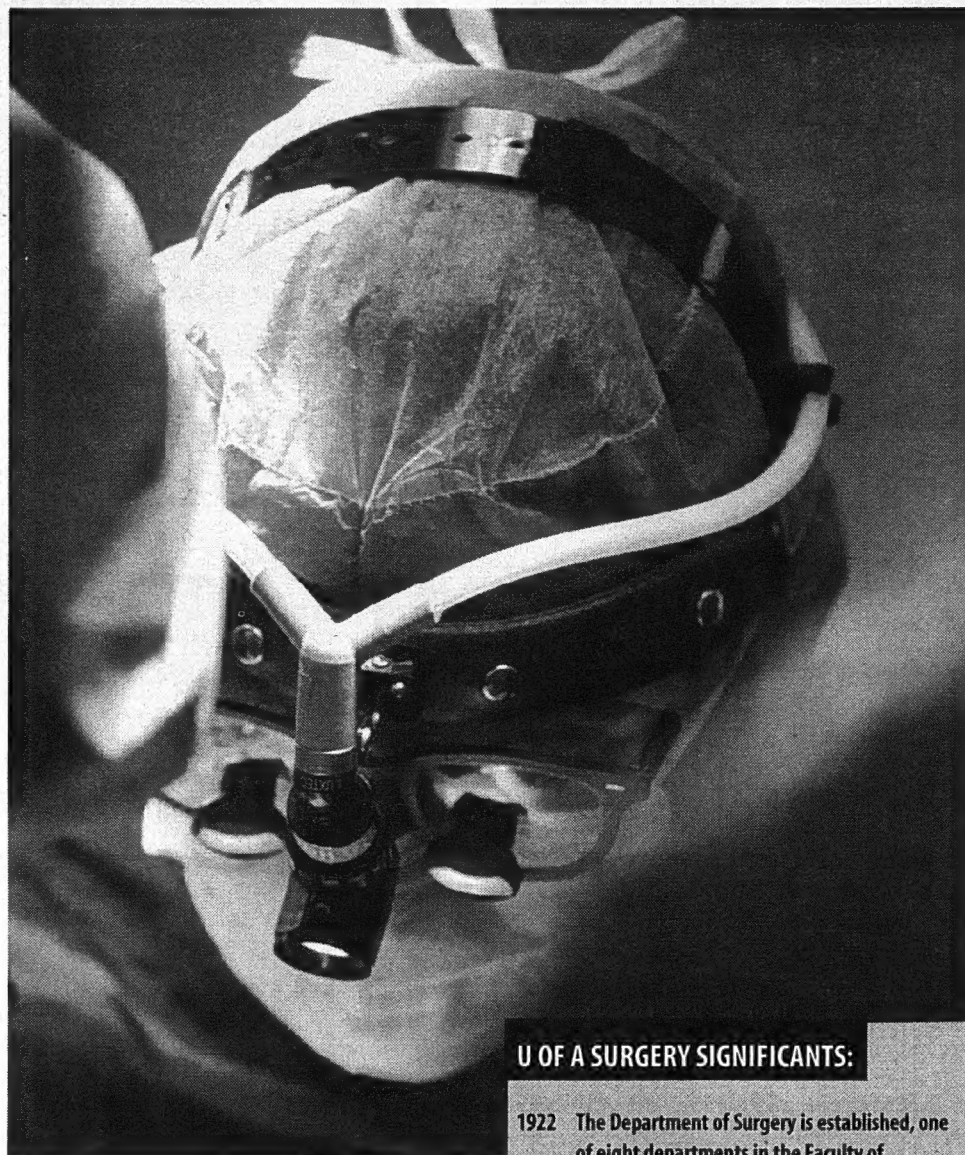
For Lakey and his colleagues, the next step was to look for kidneys to transplant into the patients. Dealing with rejection was the major initial problem, says Lakey, unless the organ came from a living relative or identical twin.

Strong immuno-suppressant drugs allow many people to battle rejection after kidney transplants these days.

What's exciting in urology as we head towards the new millennium, says Lakey, are the alternatives to surgery to treat diseases, like stones.

A machine producing sound waves is used. Impulses are sent through the patient's tissue. When two sound waves hit, the stone cracks and breaks down. Lasers are also used to disintegrate stones, says Lakey.

No women were mentioned in the early surgical records. "As in any field, there is



U OF A SURGERY SIGNIFICANTS:

- 1922 The Department of Surgery is established, one of eight departments in the Faculty of Medicine.
- 1950s "Golden Age" of medicine included pioneering microsurgery in the department, like middle-ear reconstruction.
- 1952 The McEachern Laboratory opens, the first experimental surgery research institute in Western Canada, now called the Surgical Medical Institute.
- 1956 Dr. John Callahan performs the first successful open heart operation in Canada.
- 1957 Drs. William Lakey and Lionel MacLeod establish the first dialysis program in Western Canada.
- 1960 The department's first kidney transplant program starts.
- 1974 The first successful arm-hand reattachment in North America occurs.
- 1980s Division of Plastic Surgery establishes centralized burn treatment unit.
- 1985 Dr. Dennis Modry performs University Hospitals' first heart transplant.

» quick » facts

folio

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...it makes sense

An ethical heartbeat

New code of student behavior established for medicine and oral health science students

By Michael Robb

Students in the Faculty of Medicine and Oral Health Sciences have a new code of student behavior they'll be expected to live by.

The result of a student-faculty committee's work during the last year and a half, the new code sets out the faculty's expectations of students in the areas of honesty, confidentiality, respect for others, responsibility and expectations of faculty, residents and fellows.

"I will maintain the highest standards of academic honesty."

"I will respect the privacy of my patients."

"I will set patient care as the highest priority in the clinical setting."

The new code includes these statements and 22 others, all designed to impress upon students the unique and privileged position they hold. The code is sent out to students in their acceptance packages. Early this fall, the first-year MD and DDS students attended a formal ceremony with the dean and signed statements agreeing to abide by the new code.

Bruce Stevenson, the faculty's assistant dean, student affairs, says, "We believe

that the more students are exposed to the code and these principles, the better they will be as doctors," he says.

About three-quarters of the complaints people make against doctors are related to communication issues, he explains. "Our hope is that the more we teach about dignity and respect, the more caring, compassionate and communicative our doctors will be."

The faculty has also implemented a new graduation oath, inaugurated by the grad class of 1995. The Faculty is also working on a new curriculum. ■

“Imagine this.

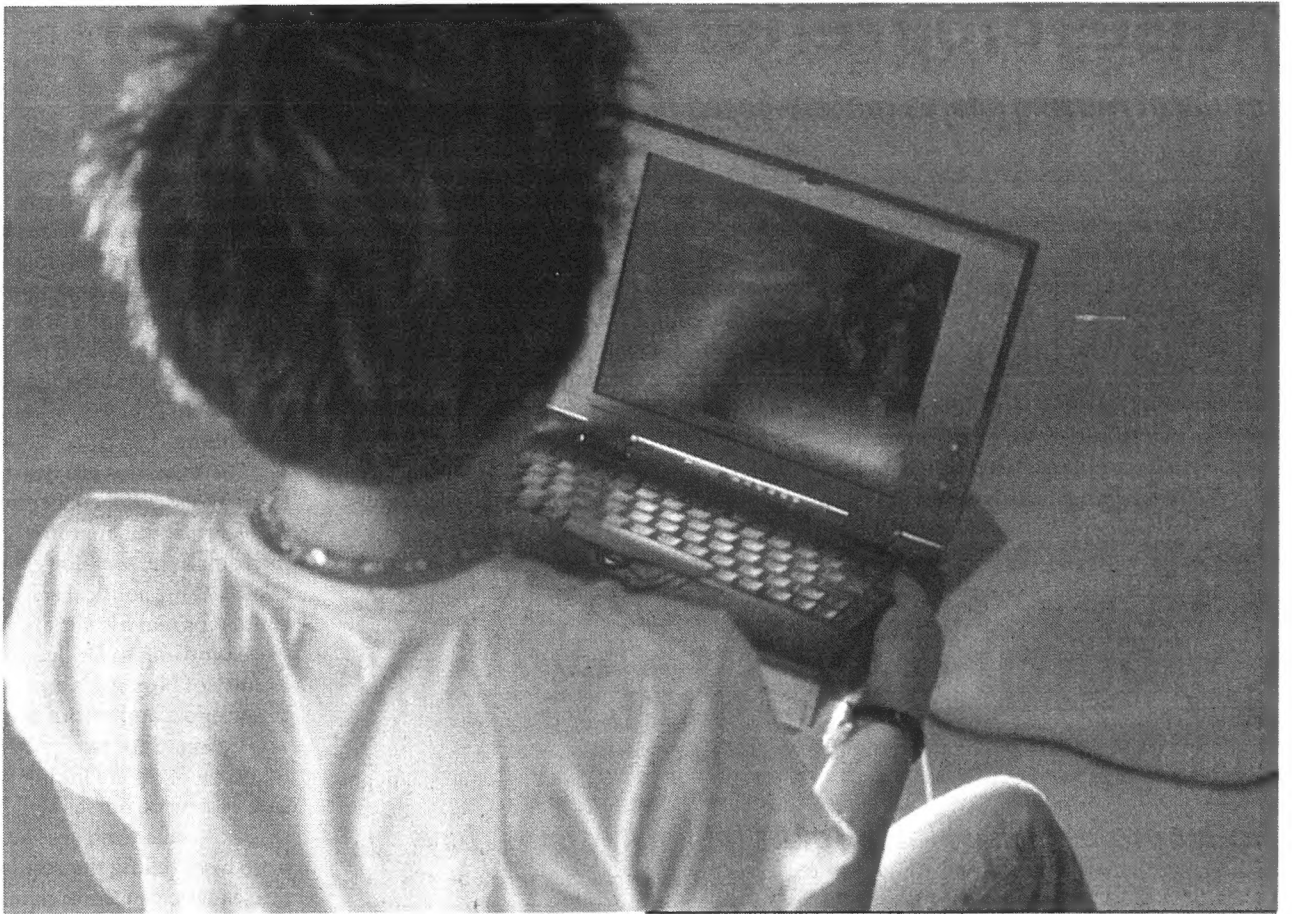
A college campus where every student, faculty member and staff has his or her own notebook computer. The world of information suddenly becomes more accessible and their desire to tap into that knowledge seems to know no limits.”

from the IBM web site for Thinkpad University.¹

“There is no doubt

that the intermediary of the lecture, a University mainstay for the last millennium, is losing its total purchase. But then, at the few universities (Oxford and Cambridge, to name two) which figured out the importance of Gutenberg and the easily printed and affordable book, the lecture lost its purchase centuries ago as the primary means for the teacher to relate to the student.”

Ian Winchester, (dean of education, University of Calgary.²)



One can say this:

that information is not knowledge, that data are not wisdom, that speed is not enlightenment, that electronic media are not intelligent, and that the future never does away wholly with the past.”

Robert Everett-Green, senior features writer for The Globe and Mail³

FLAMING DEBATE

- Terry Anderson says the closest thing to a “flaming debate” the ATL Net has seen in its two year existence is now on. The email flurry has been prompted by the recent contract settlement at York University where professors are guaranteed they will not be forced to use technology in their teaching because it threatens their professional autonomy to develop courses as they see fit. To join the ATL Net, email bev.adam@ualberta.ca.
- Anderson also suggests subscribing to Edupage, a summary of news about information technology, provided three times a week as a service by Educom, a Washington, D.C.-based consortium of leading colleges and universities seeking to transform education through the use of information technology.
- The Faculty of Education is bringing Dr. Greg Kearsley, one of the most respected and widely-published people in the area of technology, to campus as an EFF Distinguished Visitor October 20-31. A colloquium will be held Monday, October 27 from 7 to 8 p.m.. He'll present a public lecture “The Virtual Professor—A Personal Case Study,” October 28, 7 to 9 p.m.. Both presentations will be held in Room 2-115 Education North.

Laptop U—welcome to today’s paradigm shift

By Lee Elliott

It's hard to imagine much that could stop the advance of computers into post-secondary education. Acadia University already provides students with laptop computers which students pay for with tuition fees. Queens has required engineering students to have computers for the past 15 years.

The University of Phoenix offers nine different undergraduate and graduate degree programs entirely on line. Penn State has a vision of a “world campus,” and web searches show virtual universities like Athena University seeking accreditation.

Not surprisingly, corporations like IBM are in the parade. IBM has launched its own “Thinkpad University” in cooperation with universities it has supplied with laptops.

Inevitably, university students of the not-too-distant future will come armed with laptop computers. The only questions are when? how? who's going to pay? And how will it change the face of university education?

Dr. Doug O'ram, vice-president (academic) says he's learning to dread mentioning the words “laptop computers,” simply because it strikes fear in the hearts of students already worried by rising tuition.

The march is on, however. The Faculty of Engineering will vote October 14 on a proposal to phase in mandatory laptop computers for engineering students in a six-year implementation plan. Peter

Robertson, associate dean, says the current system where computers in labs need to be replaced every three years is unsustainable.

“Remember that 90 per cent of our students already have a computer,” he says. It's a natural progression, analogous to the introduction of programmable calculators, which costs \$400 when they were introduced 20 years ago. “That was a year's tuition then,” he says.

In a perfect world, Robertson sees the provincial government buying the machines. After two years, they could be transferred down to the high schools in the province, gradually equipping the entire school system.

But what will students do with the computers? Dr. Noorallah Juma, earth sciences, with the assistance of the ATL production studio, has developed an interactive website for Soils 210 changing the previous 18-hour lab component to a 9 hour hands-on lab and 9 hours WWW-based lab exercises. In addition, power point presentations, hand outs, practice quizzes and an interactive tutorial are available.* The future could see students doing group projects without physically being together and being able to ask the prof a question without lining up outside her office.

What will this mean for the professor? “Most likely the professor will no longer be “the sage on the stage,” says Terry Anderson, director Academic Technologies for Learning (ATL). “A faculty member may well do more of his work ahead of time setting the stage and more counseling and advice afterward...I don't believe it will take more time.” However, he says, some professors may spend more time developing course materials. There will be more shared labor and shared material.

Will students still come to campus? They'll still want the social experience says Anderson. A paper Anderson prepared with Dr. Randy Garrison, dean of the Faculty of Extension, states that interactive technology does challenge the lecture as the dominant method of teaching in higher education. However, it “does not signal the end of traditional face-to-face teaching or place-bound campuses.” They predict it will increase interaction and communication, a “flexible mix of synchronous, asynchronous, place bound and place independent learning experiences...”

Will learning be improved? The Q & A on the University of Phoenix website says, “Generalized results from our outcomes assessment program indicate that our Online students have performed as well or better in subject-matter achievement, when compared to their peers in our classroom programs.”

Still, “the proof is subtle and hard to find,” says Anderson. A “No Significant Difference Site,” <http://tenb.mta.ca/>

phenom/phenom.html, lists numerous studies—many 10 years old. However, Anderson says it's clear student enjoyment increases, and the technology allows for more independent study.

Lecturing is just as difficult to rate as effective of ineffective, he says. It depends enormously on who is doing the lecturing and on what subject. He suggests checking the Academic Net site <http://www.academic.com/> where they show increases of 15-20 per cent in grade scores and completion rates in college algebra courses.

“I'm as suspicious of teachers who adhere to the hypothesis that classroom teaching is the most efficient—with no data to back up their claims—as I am to “high tech” salesman who argue that all technology enhances learning,” he says. ■

*Visit the Soils 210 website at: www.soils.rr.ualberta.ca/soils210/. There is a logon requirement for the computer labs. However, the lab resources are also listed at: <http://www.soils.rr.ualberta.ca/edres.html>. The website was funded by the Department of Renewable Resources.

1. Thinkpad University-IBM web site <http://ike.engr.washington.edu/segments/think1.html>

2. Winchester, Ian. ‘Medieval Maintenance, the Great Interrogations, and the Ruins of the University.’ *University of Toronto Quarterly*, Fall 1997, p 644.

3. Everett-Green, Robert, ‘Information, Please.’ *Queen's Quarterly*, Summer 1997, p 201.

Nurses drop lectures for tutorials

Faculty of Nursing adopts context-based curriculum model

By Michael Robb

From the "sage on the stage" to the "guide on the side."

That's how architects of a new nursing undergraduate curriculum are describing the change from the more orthodox lecture style of learning to a tutor-led, context-based style of learning. The goal is simple: to create better nurses, able to think critically and adapt to the changing workplace.

"We're teaching ourselves how to learn," says student Karen Marcotte. "Once we're in the workplace, we're not

always going to have someone sitting down with us telling us what to do." First-year student Kirsten Wilson adds that it is challenging: "This is a whole different process of learning than in high school."

The new curriculum, which got underway this fall, is modeled on the problem-based learning used by McMaster University health sciences faculties. Small groups of students, working with faculty tutors, are given real life scenarios and asked to deal with the situations as nurses.

One practice scenario involves a boy with cystic fibrosis living in a Hutterite colony. Students need to learn about culture, religion, health, teaching, physiology, pathophysiology, and resources. And they also need to examine the role of health professions, nursing assessments and interventions.

The scenarios are designed so students learn all essential concepts and skills. They still learn about anatomy, physiology, microbiology, sociology, philosophy, psychology and political science—but in the context of real life situations.

According to Dr. Jeanette Boman, the Faculty of Nursing's associate dean (teaching support and resources), the curriculum was changed for two reasons. First, profound changes are taking place in health care and more nurses will be working outside hospitals. And second, employers have been telling the faculty they need nurses who can think critically and solve problems.

The group learning brings out the particular strengths of group members, says student Rina Matsumuraand, and individuals are driven to do their best because they know the group is depending on them.

The new curriculum was implemented in five sites: the U of A, Red Deer College, Keyano College, Grande Prairie Regional College and Grant MacEwan Community College. Students already enrolled in the old curriculum will finish in that program.

Boman acknowledges the new curriculum has created some anxiety among students and staff. Ultimately, however, the success of the new curriculum will be measured by whether or not the faculty is producing nurses who can think more critically and independently and whether or not they are more valued in the health-care system.

Students can evaluate the program on a weekly basis, says student Kelly Barnett, by simply asking themselves whether or not they can handle the nursing demands posed by the curriculum scenarios. ■

Cappuccino, culture and contributions

Visiting professor celebrates U of A's Italian Awareness Days

By Lucianna Ciccocioppo



Dr. Filippo Salvatore and Lucianna Ciccocioppo chat over cappuccino at Tra Amici Café in "Little Italy."

Sunshine pours into the multi-windowed café in Edmonton's "Little Italy." The cappuccino is getting cold as it sits on the table.

Dr. Filippo Salvatore is too busy talking to drink it.

The associate professor of Italian studies at Montreal's Concordia University is caught up in his enthusiasm for the contributions of Italian culture in the world, moving from one animated topic to the next.

Salvatore is in town to lecture and take part in the University of Alberta's Italian Awareness Days, September 29 to October 12.

The Italian-born, Montreal-raised and Harvard-educated professor zeroes in on literature and films for his talks at the U of A.

Among others, Salvatore looks at two major literary figures, Dante Alighieri, author of the *Divine Comedy*, and Umberto Eco, author of the trilogy *The Name of the Rose*, *Foucault's Pendulum* and *The Island of the Day Before*.

The professor chose to focus on Eco as a novelist, rather than a semiotics expert, because of what Salvatore calls a new genre of writing in the trilogy – where the theoretical approach and creativity come together with a mixture of autobiography thrown in.

Salvatore says Eco takes 17th century thinking and writes about ways of dealing with these ideas—twisting their meanings and applying his own interpretations.

"Umberto Eco says you can't take medieval thinking at face value. He filters these ideas with post-modern sensibilities," says Salvatore.

In the end, it is the "triumph of rationality," a constant in Eco's novels, that interests Salvatore.

"He pretends to say something, but he's very aware of the illusory tone of writing.

In other words, he says don't take my words literally"

Good advice for readers of a contemporary, complex author sifting through ideas of the Middle Ages. That turns into three levels of interpretation – not exactly easy bedtime reading.

"No," agrees Salvatore. "It shows Italian culture is a very sophisticated culture, in contrast to the neo-realist approach in Italian film-making, which have tear-jerking dramatic endings. Eco is able to show the literary process in Italian culture in the second half of this century goes back to the great cultural process of European traditions."

"He's a brilliant writer," says Salvatore. "In fact, French intellectuals, friends of mine, are really jealous they don't have a contemporary like Umberto Eco."

In addition to Italian contributions to Western literature, Salvatore looks at Italian cinema, including its presence in Canada.

In partnership with the U of A's Dr. Anna Gural-Migdal, Salvatore is working on a book, "Post-Modern and Contemporary Italian Cinema."

A previous work by the two professors reflects on the films of Paul Tana, an Italian-Canadian raised in Montreal.

"Through Paul Tana, we see there are two Quebecs," says Salvatore. "One is rural, 'pur laine' and the other metropolitan, multicultural and Montreal. In other words, based in reality."

The films of Paul Tana, *Café Italia*, *La Sarrasine*, *La Vita di Joe Aiello*, present the significant contributions of Italians to Quebec culture, says Salvatore.

"Quebec does not only belong to the French," says the professor. "This is my way of giving a cultural response to Parizeau intolerance." ■

folio letters to the editor

Valuable lesson lost with decision on MacEachran legacy

Those who do away with reminders of the past condemn others to repeat it.

This modification of Santayana's well-known aphorism applies, in my opinion, to the decision of the Department of Psychology to "cut its ties" with its founder, Dr. John M. MacEachran [*Folio*, September 26]. I can understand the embarrassment of Professor Wahlsten and his colleagues over this revelation and their desire to disassociate themselves from MacEachran's eugenics activities. Removing his name and portrait from their reading room is an immediate and satisfying way to bury an unpleasant piece of history.

Although most in society today would consider compulsory sterilization abhorrent, the view was apparently different a couple of generations ago. This issue provides a humbling and thought-provoking message for those in universities today. Rather than suppress and disconnect from the matter, the department should use it as a lesson for today's (and tomorrow's) students and faculty: today's 'cutting edge' solutions for human problems may be judged unacceptably blunt within a generation.

My suggestion to the department is to retain the name plate and portrait, but to place plaques under them along these lines:

"Professor John M. MacEachran (1877-1971), was a professor in this University from 1909 until 1945, and founder of the Departments of Psychology and Philosophy. He was regarded in his time as a generous and open-minded citizen. From 1928 to 1965, he chaired the Alberta Eugenics Board, which ordered, in camera and with little or no chance for objection, the sterilization and subsequent release of patients in mental hospitals.

As the end of the millennium approaches, the Department of Psychology shares public and legal opinion that this practice was an affront to human dignity and a violation of the Canadian Charter of Rights and Freedoms. Notwithstanding, this reading room will continue to be called the MacEachran Room as a reminder to all who enter that ethical issues are inherent in solutions to most human problems, that they are not simple, and that they should be paramount."

Dr. William A. Graham
Professor Emeritus, Chemistry

Faculty of Business enjoys record enrolment

I was a little disturbed to see your cover story on enrolment where you stated that numbers of students were down for the Faculty of Business in 1997. Our total enrolment this year has hit a record high of over 1,900 students, a situation that has put a severe strain on our resources. If your reference was to new students only, those who had never attended the U of A before in any capacity, then the numbers are down marginally. But your cover story does not adequately distinguish between new students and overall student numbers. The Faculty of Business requires a pre-professional year (like education) and

the bulk of our transfers come from within the University of Alberta. It is unfair to compare the Faculty of Business with the Faculty of Arts and others when it comes to registration of new students. Perhaps all 101 of Arts' new registrations this year are pre-business students. We continue to play an important role in attracting new students to the University of Alberta, even where they do not appear in our statistics.

Dr. Elaine F. Geddes
Assistant dean, undergraduate
Faculty of Business

Why not classes of 1,200 students?

Super classes bring advantages

By Dr. Connie Varnhagen, associate professor, psychology

Colleagues and students call Mike Atkinson, psychology professor at the University of Western Ontario, a "super teacher." Not only is he a "super" instructor—twice named Psychology Professor of the Year at UWO and awarded the University Students' Council and Alumni Western Teaching Award of Excellence—but he teaches "super-sized" classes. His current enrolment in Introductory Psychology is 1,230 students who meet in a renovated basketball court.

Mike is a popular and enthusiastic instructor; students flock to his class. One of his important goals for Introductory

The difference
between 450 and
1,200 is merely
quantitative; if the
class feels large,
it is large.

Psychology is to "get people interested in psychology," and he uses a high-tech approach to teaching, merging computer presentations with videodisk, video, and slides, all accompanied by music.

He wears a cordless microphone headset, running shoes, and carries up to four

remote control units as he moves through the class eliciting questions and discussion. Mike is also an effective teacher; students are learning and not merely being entertained. On a common final exam, his class average compares favorably with the averages of the smaller, 350 student, sections.

Mike and his Introductory Psychology super class debunk three common myths about large classes: One myth is, "Large classes are inherently inferior to small classes." Mike argues that class size isn't the issue, but what the instructor does in the large class *is*. Related to this is another myth, "Large classes cannot be taught well." Certainly, some instructional goals (e.g., hands-on scientific experimentation) cannot be met in large classes. But active, generative learning is possible, even in

large classes.

A third myth is, "Good large class instructors are merely entertainers." Mike argues that all lectures are performances. Performances in large classes have to be more dramatic in order to maintain attention; students simply cannot see small gestures from a long distance.

Could we have super classes at the University of Alberta?

Should we have super classes at the University of Alberta?

In answer to the first question, we already have super classes. Our large lecture halls (seating up to 450 students) are booked for every available class time. The difference between 450 and 1,200 is merely quantitative; if the class feels large, it is large.

The differences between a class of 450 and a class of 1,200 mostly concern logistics, such as allowing enough time for students to enter and leave class, and providing appropriate teaching and technical assistance. If these logistical needs are met, we could offer courses at the Jubilee Auditorium.

The second question is more difficult to answer. According to Mike Atkinson, super courses must have administrative and technical support to be successful. Our current rigid timetabling does not allow time for even 450 students to enter and leave class. Many departments do not have sufficient graduate teaching assistantships to support quality teaching as envisioned by Mike. As well, instructors seldom receive differential credit for teaching large classes, even though the sheer amount of student contact warrants it. Finally, insuffi-



cient assistance is available for developing teaching aids to support a super class, few instructors have received support in learning how to use the technology that is available, and technical assistance is not immediately available in our new, high-tech classrooms.

More important than these classroom logistics, what is the motivation for offering large and super classes? On the positive side, huge numbers of students can be exposed to the best instructors and to internationally known researchers. Super classes can be instructionally valid and cost-effective (though not cheap if they are adequately supported). On the negative side, it appears that inadequate budgets have been the primary force driving the move toward large classes.

What about pedagogy? Shouldn't our goals and objectives for learning and in-

struction be driving this change? Before we adopt the model of super classes, we need to determine our instructional goals. These goals may be as general as "Students graduating from the University of Alberta will be able to engage in critical, creative, and analytical thinking." Next, domain-specific instructional objectives based on these general goals need to be developed and evaluated. These instructional objectives should then drive our curriculum and our decisions about class sizes. This principled approach to change is much more likely to develop the educated citizens mandated by our institution and society. Sure, let's adopt super classes—if they have pedagogical merit. ■

**Michael Atkinson was on campus September 26 as part of University Teaching Services' Fall Teaching and Learning Effectiveness Sessions.*

"...it makes sense"... sometimes

By Christopher Levan, principal, St. Stephen's College

Last week I lost the class' attention somewhere between deontological ethics and substitutionary atonement. Naturally, I thought my lecture was brilliant. The students, on the other hand, were slipping further and further off their chairs as they tried to stay with me and awake at the same time. Sound familiar?

Sophisticated concepts are not easy to grasp, and the further into any discipline one travels, the more complicated becomes the argumentation. No one is surprised that it's a challenge to keep up. Feeling swamped by scholasticism is endemic to the university.

The current slogan adorning the University of Alberta on everything from its delivery vans to web sites, "...it makes sense," underlines the primary business of the university. We are charged with making the enigmatic accessible—to make life's many complexities make sense.

Now, we can take that responsibility in two directions. We can raise the awareness

of our students so that what appears to be complicated eventually becomes comprehensible. Call this the formation of experts.

In the opposite direction, we can take the gems of scholastic research and popularize them. Polishing the key points in such a way that the general public can appreciate their significance and sparkle, we inform the populace.

Universities have dedicated themselves almost entirely to the former while ignoring the latter.

Let's be honest. Most scholars find it much more interesting and rewarding to be a guide for people as they scale the heights of knowledge than to speak to lay people about things they don't fully understand. Academics

enjoy the cut and thrust of keen debate. Testing the limits of our comprehension is one of the great adrenaline rushes of this information age.

Further, refereed journals, graduate research and post doctoral fellowships all focus their efforts on expanding our horizons, exploring the minutiae of the great disciplines. For heaven's sake, have we reduced wisdom to a small table group, a circle of scholars speaking to each other?

To state the obvious, no one gets credit for popularizing. One's role and status as a professor are judged almost entirely on the capacity to make finer and finer distinctions about smaller and smaller pieces of information. Merit increases and tenure are based on publications in respected journals, evaluation by one's peers and presentations to learned societies. So be it.

But while this formation of experts is important work, I lament that it is the only sort of scholarship upon which academia measures success. Very little regard is

given to those people who attempt to speak to a wider audience and who offer back to the society some of the crumbs from the scholastic table.

Of course, I accept that the expert's conversation is essential. It makes sense to explore the complex issues of our day with sophistication and determination. But it also makes sense that the fruits of our labor serve the commonweal.

The University is more than a glorified think tank. Are we not asked to offer leadership to the community beyond our halls? Joe and Jane Public are hungry for understanding and ideas that give direction and depth to their lives. Why do we not honor and compensate those scholastic vulgarizers who have the gift to satiate the starving hearts and minds of this world?

Perhaps the university can take seriously all the dimensions of its slogan. The classroom is one arena. Let's make it "make sense" for the men and women on the street as well. ■

Talkin' about plants

Biological sciences professor David Cass awarded Board of Governors Award of Distinction for his outstanding community service

By Michael Robb

Dr. David Cass recently addressed a Grade 4/5 class east of Sherwood Park on plant growth and development. Something magical happened that day, says the biological sciences professor. The children were spontaneous, yet controlled. The plants he brought were a hit with the children. And their questions were wonderful. The children learned a great deal, and, says Cass, he succeeded in his objective:

cultivating students' interest in plant biology.

For two decades, Cass has been turning kids on to the wonders of plant biology. From kindergarten to graduate school, students have listened to one of this University's most outstanding teachers talk about plant biology. On campus, Cass's infectious style has earned him innumerable teaching awards, including a 3M Teaching Fellowship—the country's top teaching award for

university professors. Off campus, his work with students has now earned him the Board of Governors' Award of Distinction.

The new award, presented to Cass last week at the University's Annual General Meeting, has been established to recognize people on campus who make exceptional contributions to strengthening links between the U of A and the community.

There's no doubt, says Cass, that his work with school children generates a lot of goodwill for the U of A. "I love to talk about plants, so if someone asks me to talk about flower development, I'm there." Later this month, he'll present a talk on plant growth and development for the Alberta Teachers' Association.

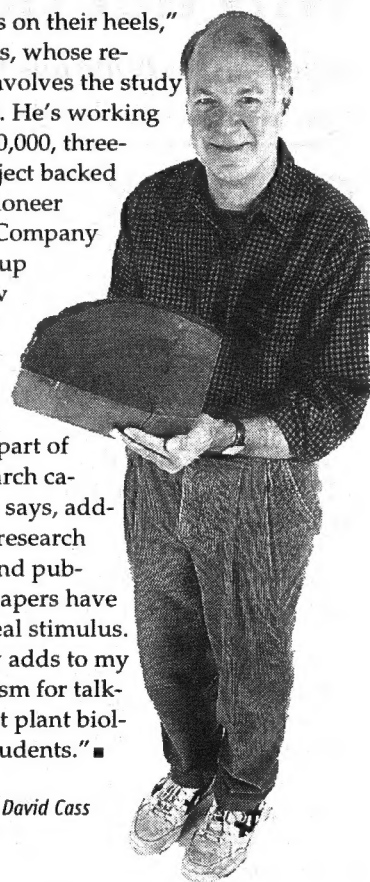
Cass has developed a flexible vocabulary to appeal to students of all ages. He's always refining that vocabulary. For example, he doesn't attempt to explain the chemistry to younger children. It's enough, he says, to explain simply what the plant hormone does.

"Teaching and research are of paramount importance to me, but community

service is on their heels," says Cass, whose research involves the study of maize. He's working on a \$500,000, three-year project backed by the Pioneer Hybrid Company to come up with new forms of maize.

"I'm really in the best part of my research career," he says, adding that research results and publishing papers have been a real stimulus. "It really adds to my enthusiasm for talking about plant biology to students."

Dr. David Cass



Teaching computers to think

Schaeffer honored for work in artificial intelligence

By Robert Lake

Some people work for a living. Others play games. Fewer yet manage to play games for a living.

One of these people is Dr. Jonathan Schaeffer, a professor in the Department of Computing Science.

Schaeffer was honored by the Board of Governors last week at the U of A Annual General Meeting for his work in the field of artificial intelligence and the international recognition it has brought to the University of Alberta.

Schaeffer demonstrates his research in artificial intelligence using computer games. In 1986, his chess program, Phoenix, tied for first place at the World Computer Chess Championships held in Cologne, Germany. Three years later he was a co-organizer for the 1989 World Computer Chess Championships, sponsored by Telus and held in Edmonton.

He turned to the game of checkers in 1989 and quickly discovered the game was far more complicated than he initially thought. The research results obtained developing Phoenix were the basis for his checkers program, Chinook.

Within a year, Chinook earned the right to challenge for the human world championship. Working with fellow computer scientists Joe Culberson and Duane Szafron (both professors in Computing Science), Robert Lake (UofA Webmaster),

and Paul Lu (former UofA graduate student), five years of intensive effort culminated in winning the (human) world checkers championship in 1994. Chinook has successfully defended its title twice.

By 1996, the program was winning every event it entered by a huge margin. It's recognized by the Guinness Book of World Records as the first computer program to win a human world championship in any game. The program was formally retired earlier this year.

Although Deep Blue received massive publicity for its recent victory over the world chess champion, Garry Kasparov, Chinook beat the best checkers players three years earlier. And while Chinook earned the right to play for the world championship, Deep Blue's match was an exhibition event.

Why work at developing game playing programs? As Schaeffer writes in his new book *One Jump Ahead*, "If you want to write a computer program to do something intelligent (like reading a book), you should start with a small task (like reading limited-vocabulary children's books). If you succeed with that problem, then move on to something more challenging. You have to learn to walk before you can run. And so it is with computer games."

In addition to his artificial intelligence research, Schaeffer spends his time working on parallel computing, making many computers cooperate to solve problems faster. Some of this work has been applied to Phoenix and Chinook.

The parallel computing and data compression techniques used in Chinook have been applied to DNA and protein analysis. Working with David Wishart (Pharmacy), Brian Sykes (Biochemistry), and Duane Szafron (Computing Science), Schaeffer helped form a start-up company, BioTools Inc., to develop state-of-the-art software tools for biochemists.

To test your skill against Chinook, visit the Chinook web page at <http://www.cs.ualberta.ca/~chinook>.



Dr. Jonathan Schaeffer

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Economists and environmentalists share goals

By Debby Waldman

Contrary to popular belief, economists aren't enemies of the environment, nor do they need to be.

Indeed, those who apply their theories in a sound and well-thought-out manner can actually help protect the environment, according to Dr. Vic Adamowicz of the Department of Rural Economy.

Adamowicz proposed a number of ways that can happen in a Sept. 25 talk delivered as part of the Environmental Seminar Series.

In the talk, sponsored by the Transalta Environmental Research and Studies Centre, Adamowicz refuted common beliefs, among them that economic analysis always excludes the natural environment and that economists believe that a high GNP is always a good GNP.

"If we start to erode soils and affect the air quality, it will eventually affect our bottom line," said Adamowicz, an environmental economist and member of the Alberta Forest Management Service Council. One example is the aftermath of the Exxon Valdez crash in Alaska's Prince William Sound eight years ago. The state's GNP rose after the disaster because workers brought in to clean up the mess spent money in the region. But the disaster itself had already destroyed a precious and irreplaceable ecosystem.

In short, what Adamowicz calls "natural capital" was depreciated.

GNP ignores natural capital, but the claims settled against Exxon didn't. The giant oil company is paying millions in damages, not just for the loss to fishermen and aboriginal hunters, but for what Adamowicz calls "passive use value"—the value to people who may never travel to the region but still suffer the loss of natural beauty.

Adamowicz also contradicted the popular belief that job creation is always good for a region: Often, he said, jobs being "created" have merely been transferred from one place to another; they aren't necessarily new. In addition to having a negative effect on the region the jobs came from, when jobs are created in a region where plenty of work already exists, the market may become overheated, and housing prices and the cost of living may also rise. It's also important to consider the costs of job creation activities, he said.

"There's little evidence that enhancing environmental protection regulations hurts jobs," he said. "Actually, there's evidence that it stimulates growth."

Adamowicz said one of the main reasons for the widespread belief that economists and environmentalists have opposite goals is that the two groups haven't spent enough time working together.

"We need better links between ecologists and economists," he said.

"Environmental problems are problems created primarily by humans, so we have to understand human behavior in order to change things."

In that sense, economists, whose work includes studying human choice behavior and preferences, are a logical choice to help solve some of the problems that plague the environment.

Adamowicz had a number of ideas of how economists can help the environment, among them developing social institutions that reflect environmental scarcities and realities; and creating regulatory structures, deterrents, and certification systems linking market products with environmental performance.

For those who believe economists consider the environment only in terms of its market products—timber, tourism, oil—Adamowicz raised the issue of recreation.

"You don't necessarily pay to hike, but it's valuable to you. You're spending time and money to do that. The value of these activities may be greater than the value of what you purchase at a store."

Need proof? Consider this: "You can substitute one material good for another... When you do away with Lake Louise, there aren't many reasonable substitutes." ■

United Way Campaign off to a running start

By Chris Floden

The U of A United Way Campaign bolted towards its goal this week, raising \$121,535 or 58 per cent of its target.

Support was clearly shown at Saturday's Turkey Trot where one dollar from each of the 575 participants went to United Way. Campus Recreation helped too, bringing the total raised by the event to \$600. Events like the Turkey Trot "are a visible way of showing support for the United Way campaign," says Terry Flannigan, campaign co-chair. "It is also a great way for a large number of people to show their involvement with the United Way."

Last Sunday, 40 students from the Lister Hall Students' Association raked in an additional \$461 in Rakefest. Lawns in

the area are clear of leaves and United Way projects benefit. "We congratulate these students for taking this initiative in aid of the U of A United Way '97 campaign," said Loaned Representative Lorna Hallam.

Although the campaign is off to a great start, the volunteer campaign committee says they still need support to put it over the top. Staff members are encouraged to submit the pledge forms they received in the mail this week.

Events like the Scarecrow and Pumpkin Festival (Oct 13) and the Super Sub Day (Nov 5) offer other opportunities to get involved.

This year's goal for the U of A United Way Campaign is \$210,000—five per cent higher than 1996. ■

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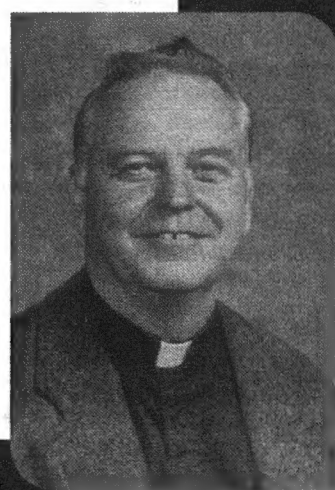


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York University, Canada

SYBIL MILTON
The United States Holocaust Memorial
Museum, Washington, D.C., USA

RICHARD WEISBURG
Yeshiva University, USA

The Conference will conclude with a Multi-Disciplinary Panel which will offer medical/bioethical, legal, educational, religious, human rights, & psychological perspectives.

A FESTIVAL OF FILMS devoted to the Holocaust, including acclaimed documentaries and other genre will be held on the evenings of October 28 and November 2 and on the afternoon and evening of October 31.

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AFRICAN MANAGEMENT PROGRAM – DEPARTMENT OF RURAL ECONOMY – FACULTY OF EXTENSION

October 14, 3:30 p.m.

Lindela Ndlovu, Dean of Agriculture and Arnold Mashingaidze, Academic Program Coordinator, University of Zimbabwe, "Management Education in Zimbabwean Agriculture: A New Approach." 550 General Services Building.

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH

October 20, 10 a.m.

Margaret Wheelock, Professor, Department of Biology, University of Toledo, Ohio, "A Role for E-Cadherin in Epidermal Differentiation." Presented by the Department of Cell Biology and Anatomy. 5-10 Medical Sciences Building.

ANTHROPOLOGY, ENGLISH, HISTORY & CLASSICS, MODERN LANGUAGES & COMPARATIVE STUDIES, SOCIOLOGY, AND THE DEAN OF ARTS

October 16, 4 p.m.

John Mulvaney, Professor Emeritus, Australian National University, "The Frontier and Anthropology: Reflections on the Australian and North American Experience." 1-05 Business Building.

October 17, 3 p.m.

Dr. Mulvaney, "An Illustrated Talk on Australian Prehistory and its International Significance, Emphasizing Pleistocene Colonisation, Art and Economy, Together with Recent Trends and Theories." 14-28 Tory Building.

BIOLOGICAL SCIENCES

October 14, 4:30 p.m.

Gilbert Castro, University of Texas (Houston), "Immune Regulation of Epithelial Cell Function in the Gut." Sponsored by Alberta Heritage Foundation for Medical Research. Classroom F, Mackenzie Health Sciences Centre.

October 16, 4 p.m.

Robert Ryan, "Haemolymph Lipid Transport." TB-W1 Tory Breezeway.

October 17, 3:30 p.m.

Peter Turchin, Department of Ecology and Evolutionary Biology, University of Connecticut, "Inferring Causes of Population Oscillations with Time-Series Analyses and Field Experiments." M-145 Biological Sciences Centre.

October 22, noon

Lynn McMullen, "Can Spoilage Bacteria Be Used to Preserve Foods?" B-105 Biological Sciences Centre.

BIOMEDICAL ENGINEERING

October 15, 5:30 p.m.

Alan H. Wilman, "Vascular Imaging with MRI." 231 Civil-Electrical Engineering Building.

CANADIAN INSTITUTE FOR NORDIC STUDIES

October 23, 7 p.m.

An introduction and grand opening to the exhibit "Hans Christian Andersen." Rutherford South Entrance Hall. This will be followed by and illustrated talk by Marina Allemanno, "The Purple Duck: The Fairy Tale of Hans Christian Andersen's Life According to Hollywood, Enquist and Enevold." 141 Arts Building.

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

October 20, 3:30 p.m.

Bohdan Nahaylo, Senior Policy Research Officer, United Nations High Commission for Refugees, "Ukraine's Declarations of Sovereignty and Independence in Retrospect." CIUS Library, 352 Athabasca Hall.

CENTRE FOR ETHNOMUSICOLOGY

October 16, 3:30 p.m.

John Beckwith, "From Chant to Gospel: A Symposium on Canadian Hymnody." 2-32 Fine Arts Building.

CENTRE FOR RESEARCH FOR TEACHER EDUCATION AND DEVELOPMENT AND CENTRE FOR INTERNATIONAL EDUCATION AND DEVELOPMENT

October 15, 1 p.m.

Kazim Bacchus, "Re-Professionalization of Practising Teachers, With Special Reference to Pakistan." 633 Education South.

CENTRE FOR RESEARCH IN CHILD DEVELOPMENT

October 10, 1 p.m.

J.P. Das, "Issues in Educating South African Children: A Participant's Report." P-218 Biological Sciences Centre.

October 17, 1 p.m.

Gerard Kysela, "Evaluating the Health for Two Parent Support Program." P-218 Biological Sciences Centre.

CHEMICAL AND MATERIALS ENGINEERING

October 16, 3:30 p.m.

Sandy Campbell, "Searching Engineering Index from Your Desktop." 342 Chemical-Mineral Engineering Building.

October 23, 3:30 p.m.

Sanyi Wang, "Deposition of Particles in Catalytic Hydrotreating Reactors." 342 Chemical-Mineral Engineering Building.

CHEMISTRY

1997 Harry Emmett Gunning Lectures

Guest lecturer Professor William L. Jorgensen,
Yale University

October 21, 11:00 a.m.

"Liquid-State Modeling from Force Fields to Organic Host-Guest Chemistry." Room V-107 Physical Sciences Complex.

October 22, 11:00 a.m.

"Protein-Ligand Binding and Drug Development via Monte Carlo Simulations." Room V-107 Physical Sciences Complex.

October 23, 11:00 a.m.

"Origin of Solvent Effects on Rates of Organic Reactions from Computer Simulations." Room V-107 Physical Sciences Complex.

COMPUTING SCIENCE

October 20, 3:30 p.m.

Michael Stumm, Professor, Department of Electrical and Computer Engineering, University of Toronto, "Customizing Operating System Services Using Building Block Compositions." 112 V-Wing.

ECONOMICS

October 15, 3:30 p.m.

Brad Reid, "Fiscal Prudence and Federal Budgeting in the Medium Term." 8-22 Tory Building.

ECO-RESEARCH CHAIR IN ENVIRONMENTAL RISK MANAGEMENT

October 24, 3 p.m.

Michael M'Gonigle, Eco-Research Chair in Environmental Law and Policy, University of Victoria, "The Political Ecology of Social Sustainability." 2-27 Medical Sciences Building.

EDMONTON GEOLOGICAL SOCIETY

October 14, 12:30 p.m.

Andrei Velichko, Russian Academy of Sciences, "The State of Earth Sciences in Russia Today." Everyone welcome. 3-36 Tory Building.

FACULTY OF EXTENSION, ADDICTIONS STUDIES

October 22, 7 p.m.

Wes Slavik, AADAC, "Illicit Drug Use: The Alberta Scene." Please call Connie Wildman at 492-5532 or 492-1857 (fax) to reserve a space. University Extension centre.

FACULTY OF EXTENSION, WOMEN'S PROGRAM

October 21, 7:30 p.m.

Janine Brodie, "The New Politics of Gender." 2-115 Education North.

FACULTY OF LAW, FACULTY OF ARTS, WOMEN'S STUDIES PROGRAM

October 24 (evening) and 25

Symposium—Creating Change: Advancing Women's Social, Political and Legal Issues on the Anniversary of the Persons Case. Keynote Speaker: Patricia Paradis, National Chair, Women's Legal Education and Action Committee. Registration: Gail Mathew, Women's Studies Office, 492-7078. 105 Law Centre.

THE HEALTH LAW INSTITUTE AND THE CENTRE FOR CONSTITUTIONAL STUDIES

October 18, 10 a.m.

Richard A. Stroppel, Q.C., Brimacombe, Sanderman, Stroppel & Finlayson, "Technicalities or Fundamental Rights: Defending Accused Persons." McLennan Ross Hall, Law Centre.

THE HOPE FOUNDATION

October 14, 7 p.m.

Ronna Jevne, Program Director, The Hope Foundation, "Writing to Learn—Writing as Inquiry." Hope House, 11032 - 89 Avenue.

Human Ecology

October 16, 1 p.m.

Janet Fast, "Women, the Changing Canadian Workplace, and Some Possible Implications of the North American Agreement on Labour Co-operation." 131 Home Economics Building.

October 23, 1 p.m.

Dianne Kieren, "Educated Choices: Menopausal Decision Making Profiles and Effectiveness Patterns." 131 Home Economics Building.

INTERNATIONAL CENTRE

A Forum on International Financial Institutions in the 21st Century

17 October, 7:30 p.m.

An event which is part of tomorrow's Forum will feature the film, "The Bank, the President, and the Pearl of Africa." Followed by a reception. All are welcome, no registration is required. 2-115 Education North.

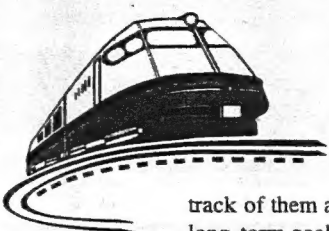
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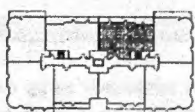
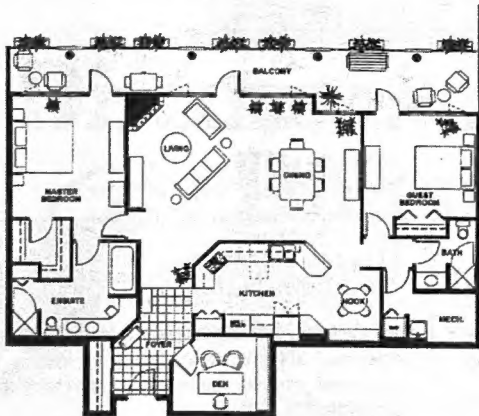
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A Forum on International Financial Institutions in the 21st Century. For registration and information please call: 492-2692; (fax) 492-1134; website: <http://www.intlcent.ualberta.ca>. 2-1 University Hall.

LIPID AND LIPOPROTEIN GROUP

October 21, 9 a.m.

Terry Allen, "Ligand-Mediated Targeting of Liposomal Anticancer Drugs." 207 Heritage Medical Research Centre.

MUSIC

October 17, 4 p.m.

John Beckwith, "A Life in Canadian Music: Memories of the Canadian League of Composers, the Canadian Music Centre, the Encyclopedia of Music, and More." 2-32 Fine Arts Building.

October 21, 3:30 p.m.

John Beckwith, "The Sense of Local Music History." 2-32 Fine Arts Building.

NURSING

October 17, noon

Jeanette Boman, "Teaching Support in the Faculty of Nursing." 6-107 Clinical Sciences Building.

PERINATAL RESEARCH CENTRE

October 14, noon

John Kiely, Chief, Infant and Child Health Studies Branch, Hyattsville, Maryland, "Perinatal Outcome in Multiple Births." B762 Women's Centre, Royal Alexandra Hospital.

October 21, noon

Lelia Duley, Dep. Dir., UK Cochrane Centre, National Perinatal Epidemiology Unit, Oxford, UK, "Tackling Global Issues: The Collaborative Eclampsia Trial as a Model for Collaboration Between Developing and Developed Countries." B762 Women's Centre, Royal Alexandra Hospital.

PHILOSOPHY

October 10, 4 p.m.

Craig Squires, "Non-Standard Interpretations of the Classical Propositional Calculus." 4-29 Humanities Centre.

October 17, 3:30 p.m.

Michael Hymers, "Metaphor, Mathematics and Abstract Objects." 4-29 Humanities Centre.

PHYSICS

October 10, 2 p.m.

J.P. Carbotte, Department of Physics and Astronomy, McMaster University, "Materials, Properties and Mechanisms of Superconductivity." V-129 V-Wing.

PHYSIOLOGY

October 17, 3:30 p.m.

Dr. Warren Gallin, Department of Biological Sciences, "Functional Evolution of Voltage-Gated Ion Channels." Room 207, HMRC.

POLITICAL SCIENCE

October 15, 3 p.m.

Elizabeth Smythe, "Making the World Safe for Capital: Canadian Sovereignty and Global Investment Rules in the New Millennium." 10-4 Tory Building.

RENEWABLE RESOURCES

October 16, 3 p.m.

Alston Chase, Paradise Valley, Montana, "Fight Over Forests and How to Resolve It." Myer Horowitz Theatre, Students' Union Building.

October 23, 12:30 p.m.

Gregory Taylor, "Physiological Mechanisms of Aluminum Resistance in Wheat." 2-36 Earth Sciences Building.

RURAL ECONOMY

October 17, 2 p.m.

Jeji Varghese, "Environmental Awareness, Attitude, & Action in a Northern Thai Village." 550 General Services Building.

October 20, 3:15 p.m.

Janaki Alavalapati, "Overview of the Global Trade Analysis Project." 550 General Services Building.

SCIENTIFIC INTEGRITY DAY

October 18, 9 a.m.

Frederick Grinnell, Department of Cell Biology and Neuroscience, University of Texas Southwestern Medical Center, Dallas, "Ambiguity in the Practice of Science." Sponsored by the Medical Research Council of Canada and The Alberta Heritage Foundation for Medical Research. 2-27 Medical Sciences Building.

SHASTRI COMMITTEE

October 14, 3:30 p.m.

Sukanta Chaudhuri, Professor of English, Jadavpur University, and General Editor, Oxford University Press' Selected Works of Rabindranath Tagore in Translation, "Translation and Creation." L-3 Humanities Centre.

October 15, 3 p.m.

Sukanta Chaudhuri, "Translation and Multilingualism." L-3 Humanities Centre.

October 20, 7 p.m.

Professor Chaudhuri, "Calcutta: Solving the Jigsaw." Theatre, Grant MacEwan Community College, City Centre Campus.

TRANSALTA ENVIRONMENTAL RESEARCH AND STUDIES CENTRE

October 16, 4:30 p.m.

Eric Higgs, "Culture and Restoration: Grappling with the Future of Jasper National Park." Alumni Room, Main Floor, Students' Union Building.

UNIVERSITY TEACHING SERVICES

October 14, 2 p.m.

Brian Nielsen, "Issues and Techniques for Marking Assignments and Papers." TB-W2 Tory Breezeway.

October 15, 3:30 p.m.

Dianne Oberg, "Meeting the Challenges of Distance Learning." 219 CAB.

October 16, 3:30 p.m.

Brad Hestbak, "PowerPoint for Beginners: Making a Presentation II." 1-20G Cameron PC MicroLab.

October 20, 3 p.m.

Ingrid Stammer, "Do It Right! Instructional Strategies for Videoconferencing." 205 Administration Building.

October 22, 3 p.m.

Marg Iveson, "Creating Your Teaching Dossier." TB-W2 Tory Breezeway.

WHAT'S UP DOC?

October 17, 12:15 p.m.

Don Horwood, "Winning in Sports and Life." City Room, City Hall, 1 Sir Winston Churchill Square.

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Microsoft Excel-Part 1	Oct. 17	1-2:30	Cameron lab
Microsoft Excel-Part 2	Oct. 24	1-2:30	Cameron lab
SPSS-Part 1	Oct. 20	1-3	GSB 866

Information Searching

Advanced Online Catalogue			
Searching Using InfoGate	Oct. 21	9-10:30	Cameron lab
GIS (Geographical Information System)			
Facility and Resources in the Cameron Lib	Oct. 14	2-3:30	Cameron lab
Chemical Abstracts on CD And Other New Resources	Oct. 23	2:30-4	Cameron lab
Finding Information on the Web	Oct. 16	9-11	Cameron lab

Internet Tools

Netscape Navigator II	Oct. 20	10-11:30	Ed North 3-106
Internet News	Oct. 17	12-1	Cameron lab

Courseware Design and Development

Planning for Multimedia Presentations	Oct. 15	1:30-3:30	ATL Studio
Learner Characteristics And Instructional Design	Oct. 22	12-1	ATL Studio
Meeting the Challenges of Distance Learning	Oct. 15	3:30-5	Cab 219
PowerPoint for Beginners: Making a Presentation II	Oct. 16	3:30-5:30	Cameron lab
Do It Right! Instructional Strategies for Videoconferencing	Oct. 20	3-5	Admin 205

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SEARCH FOR VICE-PRESIDENT (RESEARCH AND EXTERNAL AFFAIRS): INPUT FROM UNIVERSITY COMMUNITY

As many of you know, Dr Roger Smith was named Acting Vice-President (Research and External Affairs) effective January 1, 1997 for an 18-month period. His term ends June 30, 1998 and the University of Alberta is now beginning the search process to fill this position. In accord with procedures approved by both GFC and the Board of Governors, an Advisory Committee is in the process of being struck.

The President believes it is critical that members of the University community have the opportunity to convey their views to the Committee about the characteristics desirable in a Vice-President (Research and External Affairs); to comment on the portfolio itself, which encompasses both research and external affairs; and to express views about the present structure and future functioning of the Office of the Vice-President (Research and External Affairs).

The following areas report to the Vice-President (Research and External Affairs): Associate Vice-President (Re-

search); Industry Liaison Office; Research Grants Office; External Affairs, which includes Development Office, Office of Alumni Affairs and Office of Public Affairs; and Government Relations. Kindly send your suggestions on or before October 31, 1997 to the Secretary, Ms Ellen Schoeck, 2-1 University Hall or via e-mail to Ellen.Schoeck@ualberta.ca.

November 17 and November 24, 1997 have been set aside for interviews with members of the University community and with members of the Research and External Affairs portfolio. If you would like to meet with the Committee, you are most welcome to do so by telephoning the University Secretariat at local 2655.

In addition, the Committee invites names of individuals who, in your view, would be excellent candidates for this position. The Advisory Committee expects to have full and complete applications by February 27, 1998, but the search will continue until the position is filled.

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positions

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VICE-PRESIDENT (RESEARCH AND EXTERNAL AFFAIRS)

The University of Alberta invites applications from, and nominations of, qualified women and men for the position of Vice-President (Research and External Affairs). Ideally, the appointee will take office on July 1, 1998. The University plans to conduct interviews in April and May, 1998, and therefore wishes to receive applications by February 27, 1998. The search will continue, however, until the position is filled.

The University of Alberta is recognized as a centre of excellence in Canadian higher education, with many teaching and research programs of international distinction. Founded in 1908, it is one of Canada's largest, full-service research-intensive universities, with a full-time enrolment of over 29,000 students in undergraduate, graduate and professional programs. It has a global budget in excess of \$540 million and attracted over \$112 million in externally-sponsored research funding in 1996-97. The University has one of North America's outstanding libraries, with collections of over 5 million printed volumes, 3.6 million microforms, 1.3 million maps, 450,000 government documents and 26,000 serial subscriptions. University endowments total some \$359 million, and annual giving from individuals, corporations, associations and foundations has increased over the last three years from \$12 million to more than \$15.6 million. The University values its strong partnerships with industry, community and business leaders and alumni and seeks to enhance these. A capital campaign launched in April, 1997 has realized \$90 million of its \$144.65 million goal.

The University of Alberta's vision is to be indisputably recognized, nationally and internationally, as one of Canada's finest universities and amongst a handful of the world's best. A number of strategic

initiatives are key to achieving this vision: attracting and retaining outstanding faculty and students; creating an optimal teaching and learning environment; identifying and focusing on what we do best; reinvigorating and enhancing our partnerships with our broader community; adding to the diversity and breadth of our international connections; achieving our ambitious fund-raising goals; and strengthening our *Research Makes Sense* initiative.

The Vice-President (Research and External Affairs) is responsible for providing vision and leadership with respect to both research and external affairs. Reporting to this Vice-President are the Associate Vice-President (Research), the Research Grants Office, Industry Liaison Office, External Affairs, Development Office, Alumni Affairs, Public Affairs, Government Relations, and three interdisciplinary research units. The Vice-President (Research and External Affairs) has overall responsibility for the administration of research grants and contracts, for enhancing and promoting technology commercialization, for liaison between the central administration and public and private institutions which fund research, and for the dissemination of research findings to the various communities the University serves. The University of Alberta Campaign is also a major responsibility of this Vice-President. Candidates will have a distinguished record of research and teaching and experience in academic administration. The ability to coordinate work in a multi-disciplinary environment, coupled with some background in fund raising, is vital to the success of this portfolio.

Applications or nominations with curriculum vitae should be sent to

Dr Roderick Fraser, President
c/o University Secretariat, 2-5 University Hall
University of Alberta
Edmonton, Alberta, Canada T6G 2J9
Telephone: (403)492-3212
Fax: (403)492-1424

events

EXHIBITIONS

BRUCE PEEL SPECIAL COLLECTIONS LIBRARY

Until December 1997

"She Wields a Pen: An Exhibition of Women's Literature History." Hours: Monday to Friday, 8:30 a.m. to 4:30 p.m. (after October 14, extended hours as posted). 87 Rutherford South.

FAB GALLERY

Until October 19

MasterClass—an exhibition of prints by 25 years of graduates from the Department of Art and Design's printmaking division. Hours: Tuesday to Friday, 10 a.m. to 5 p.m.; Sunday, 2 to 5 p.m.; closed Monday, Saturday and statutory holidays. 1-1 Fine Arts Building.

EDMONTON ART GALLERY

Until November 9

Francisco Goya, "The Disasters of War." EAG presents 80 prints dating from 1810 which express Goya's angry reaction to the events surrounding Napoleon's invasion of Spain. This show was organized to coincide with the U of A Sightlines Conference.

CANADIAN INSTITUTE FOR NORDIC STUDIES

Until December 24

"Hans Christian Andersen" exhibition. Rutherford South Entrance Hall. The exhibition comes to Edmonton through the generosity of the Royal Danish Embassy.

MCMULLEN GALLERY

Until October 29

As part of the Sightlines Conference, McMullen Gallery presents "In Situ, Contemporary Canadian Prints," a display of works by Canadian artists from every region of the country. Hours: Monday to Friday, 10 a.m. to 4 p.m.; Saturday and Sunday, 1 to 4 p.m.; Thursday, 5 to 8 p.m. (subject to availability of volunteers). Information: 492-8428 or 492-4211. Mackenzie Health Sciences Centre.

MUSIC

DEPARTMENT OF MUSIC

October 20, 7:30 p.m.

Composition masterclass with John Beckwith. Cosponsored by the Edmonton Composers Concert Society. 1-29 Fine Arts Building.

October 20, 8 p.m.

The Grant MacEwan Community College and the University of Alberta Jazz Bands I & II Concert. Ray Baril and Tom Dust, directors. An Evening of Big Band

Jazz. Admission: \$7/adult, \$5/student and senior.

Convocation Hall.

October 24, 8 p.m.

Public concert of works by John Beckwith. Admission: \$10/adult, \$5/student and senior. Convocation Hall.

October 26, 2:30 p.m.

Benefit Concert. Tanya Prochazka in a recital of masterpieces for unaccompanied cello by J.S. Bach and Zoltan Kodaly, in support of library acquisitions for the Department of Religious Studies. Convocation Hall. Donations at the door.

SPORTS

BASKETBALL

October 18

Bears vs. Alumni Football

October 11, 1:30 p.m.

Bears vs. Manitoba

HOCKEY

October 17 and 18, 7:30 p.m.

Bears vs UBC

SOCCER

October 18, noon

Pandas vs Victoria

October 18, 2 p.m.

Bears vs Victoria

October 19, noon

Pandas vs UBC

October 19, 2 p.m.

Bears vs UBC

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University of Alberta Campus. The guest speaker will be Dr. Frances Swyripa, associate professor in the Department of History and the Canadian Institute of Ukrainian Studies at the University of Alberta. Dr. Swyripa's topic will be "Alberta Women Speak: Gender in the Courts." All university women graduates are welcome. For more information, call 430-5383.

INSTRUCTORS AND COURSE PROPOSALS SOUGHT

Programs For Older Adults at the University of Alberta Faculty of Extension offers non-credit educational courses to older adults. The program offers a wide-range of university-type courses that range from History, Geology and Fine Arts to The Mysteries of Sleep and Dreaming, The Poor Among Us and Bug-Eyed Aliens From Outer Space.

The courses run one day a week for eight weeks from mid-September to early December, mid-January to mid-March. There is a three-week program in May.

Any staff members or graduate students who would be interested in teaching for this unique program should send a course proposal and CV to Margaret Ozarko, 4-20 B Extension Centre, 492-5055.

SAVE TODAY... SAVE TOMORROW

Energy Awareness Week kicks off Monday October 20 with the annual Commuter Challenge Race starting from Laurier Heights and finishing at Grant MacEwan College downtown.

Physical Plant will have informative displays in SUB (Oct. 20, 21) and in HUB (Oct. 22, 23). People are invited to stop by for tips on saving energy and to pass on suggestions as to how the University can reduce energy consumption.

notices

Please send notices attention Folio 400 Athabasca Hall, University of Alberta, T6G 2E8 or e-mail public.affairs@ualberta.ca. Notices should be received by 3 p.m. one week prior to publication.

NEW AHFMR INTERNAL ALLOCATIONS PROGRAM

There is a new Alberta Heritage Foundation for Medical Research-IAC Program entitled Alberta Cooperative Exchange Program. These grants are intended to promote collaborative research within Alberta, by facilitating short-term (up to eight week) visits by one or more staff members of a research team (faculty members, research associates, postdoctoral fellows, graduate students, or technicians) from one institution to another for such purposes as collaborating in research procedures, sharing new techniques, or accessing relevant databases. They are available to research team members in medical, biomedical, or health care research fields, upon the successful application of their principal investigator. This program is open to University of Alberta Faculty Members. Next deadline is October 15, 1997.

Contact the Information Officer, Research Grants Office, 492-5360.

LOOK UP... LOOK WAY UP

The Campus Observatory, seventh floor Physics building, is open for the season.

Public observing is scheduled for 7 to 9 p.m. every Thursday during the academic year, except for holidays and exam periods.

The Observatory program is operated by student volunteers, currently under the direction of Teresa Kneller. For further information, please contact D.P. Hube at 492-5410.

CANADIAN FEDERATION OF UNIVERSITY WOMEN MEET

The Canadian Federation of University Women (Edmonton) will be holding its monthly meeting Monday, October 20, 1997 at 7 p.m. in the Faculty Club,

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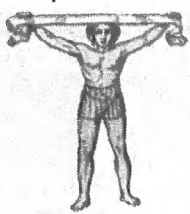


A VIDEOTRON INITIATIVE

move!

Or face the risk of death by couch

By Lee Elliott



he most deadly place in your home is your couch.

It's so dangerous, in fact, that Dr. Sandra O'Brien Cousins, physical education and recreation, recommends you check with your doctor if you plan to spend any amount of time on it.

"If you are sedentary," says O'Brien Cousins, "you're setting yourself up for some trouble ... You're not going to die soon, you're just going to suffer a long time."

Our bodies are unique machines that can be injured by overuse, she says, but break down much faster when they're not being used at all.

Those who face a computer screen more often than people and have a desk between them and the great outdoors face considerable risk, says O'Brien Cousins. "That's where the baby boomers are at, a lot of them, at meetings and computer work. This is not good. The good thing is, a lot of us know we're in trouble."

But "boomers" can take heart, she says. It's never too late to start exercising, and fitness in the last 30 years of life is more important than at any other time, "except you don't know when those last 30 years are," she quips.

For inspiration she suggests looking not to a 60-year old Swede, but to an Alberta senior. "We have one of the lowest senior populations in the country (seven per cent), yet we're leaders in the country in fitness," she says. Edmonton alone has two gymnastics clubs for seniors, the U of Agers and the Dynamos. "In the whole country, they're the only clubs I know of."

In addition, the province's seniors are involved in countless aerobics, dance, figure skating and Tai Chi classes, to name a few.

Fitness at any age will make you feel better, weather illness better and heal faster, but if you are a senior, it can actually give you back your life, she says.

O'Brien Cousins likes to use the example of the late Ethel Marliss, a well-known CBC broadcaster. Marliss approached Dr. Art Burgess at the U of A when she had just turned 80. She'd had

a high stress, sedentary career that contributed to her severe heart problems, a frozen shoulder and badly inflamed, painful knees. She'd been released from hospital after heart surgery and basically left to slide, says O'Brien Cousins. Then Marliss phoned Burgess and said, "It's now or never and it's you or nobody."

Burgess accepted the challenge and had Marliss meet him in his office. Meeting him was all she could manage. Just driving to the Butterdome Stadium from her Windsor Park home and, with the help of a cane, climbing the slope to the phys-ed building, took everything she had.

But gradually over the course of several weeks she built herself up with gentle stretches and lifting. She was not jogging around the block. But she was able to go back home, do some housework and, most importantly, start entertaining again. "She was back to who she was," says O'Brien Cousins.

O'Brien Cousins and her colleagues are currently at work publishing an exercise guide along the lines of Canada's Food Guide. A good fitness program balances activity that builds strength, flexibility and aerobic capacity, she says.

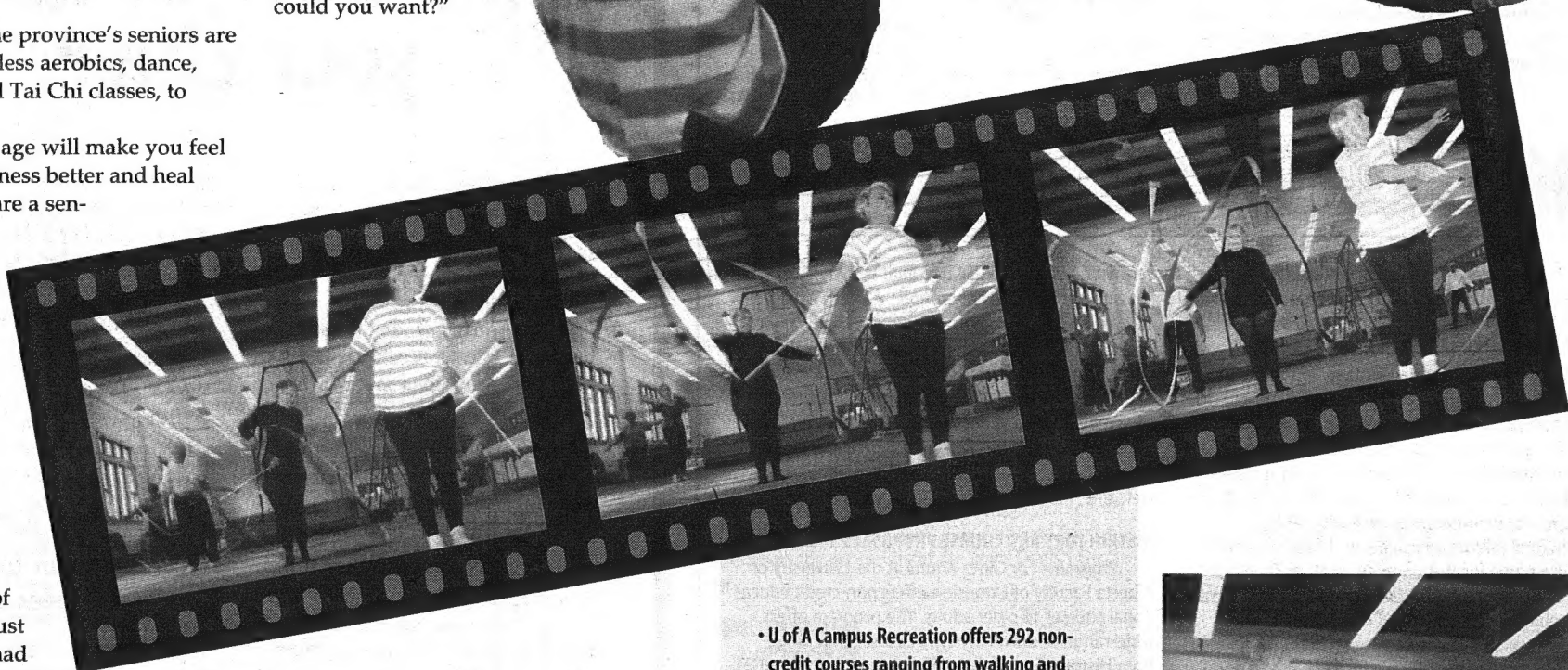
But the key to a program that works is fun, says O'Brien Cousins. "Have a social life affiliated with a physical activity, something you enjoy—get a lot of laughs. What more could you want?"



Tina Chang

Fitness at any age will make you feel better, weather illness better and heal faster, but if you are a senior, it can actually give you back your life.

U of Agers, gymnasts 55 years of age and older, practice their skills twice a week in the Athabasca Annex.

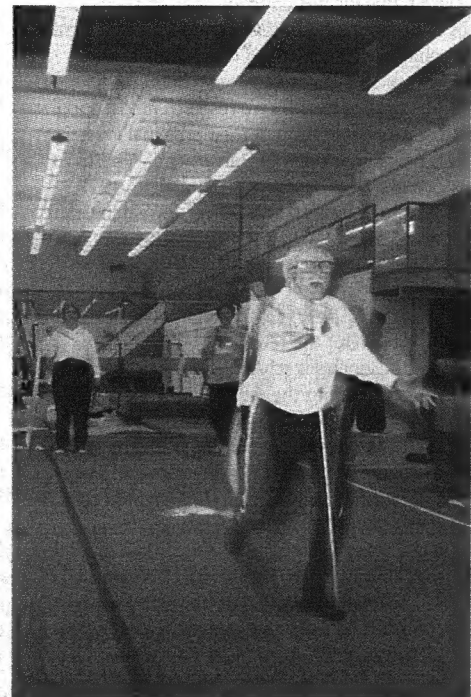


• U of A Campus Recreation offers 292 non-credit courses ranging from walking and running to Moosul Insul Shinsul, a form of martial arts that includes meditation and accupressure.

• Both academic and nonacademic staff have access privileges to the Fitness Centre and may participate in most Campus Recreation programs.

• Spouses and families are also eligible for membership.

»» quick »» facts



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